S. HRG. 100-228

LITERACY CORPS ASSISTANCE ACT OF 1987

HEARING

BEFORE THE

COMMITTEE ON LABOR AND HUMAN RESOURCES UNITED STATES SENATE

ONE HUNDREDTH CONGRESS

FIRST SESSION

ON

S. 1016

TO PROVIDE FINANCIAL ASSISTANCE FOR THE ESTABLISHMENT AND OPERATION OF LITERACY CORPS PROGRAMS

APRIL 22, 1987

Printed for the use of the Committee on Labor and Human Resources

U.S. GOVERNMENT PRINTING OFFICE

77-106 WASHINGTON : 1987

For sale by the Superintendent of Documents, Congressional Sales Office
U.S. Government Printing Office, Washington, DC 20402

5541-47

COMMITTEE ON LABOR AND HUMAN RESOURCES

EDWARD M. KENNEDY, Massachusetts, *Chairman*

CLAIBORNE PELL, Rhode Island
HOWARD M. METZENBAUM, Ohio
SPARK M. MATSUNAGA, Hawaii
CHRISTOPHER J. DODD, Connecticut
PAUL SIMON, Illinois
TOM HARKIN, Iowa
BROCK ADAMS, Washington
BARBARA A. MIKULSKI, Maryland

ORRIN G. HATCH, Utah
ROBERT T. STAFFORD, Vermont
DAN QUAYLE, Indiana
STROM THURMOND, South Carolina
LOWELL P. WEICKER, JR., Connecticut
THAD COCHRAN, Mississippi
GORDON J. HUMPHREY, New Hampshire

THOMAS M. ROLLINS, *Staff Director and Chief Counsel*
HAYDEN G. BRYAN, *Minority Staff Director*

CONTENTS

STATEMENTS

WEDNESDAY, APRIL 22, 1987

	Page
Burger, Hon. Warren E., Chief Justice of the United States, retired	3
Manasa, Norman, director, Washington Education Project	7
Prepared statement (with an attachment)	11
Pell, Hon. Claiborne, a U.S. Senator from the State of Rhode Island	6
Petrie, R. Donna, assistant professor, School of Education, St. John's University; Marilyn Schaffer, education administrator, District 5, New York City Board of Education; and Ann Saffi, student, St. John's University	27
Prepared statement of:	
Dr. Petrie	30
Ms. Schaffer	38
Ms. Saffi	44
Rather, Jeffrey, principal, the Edward Hart Elementary School, Flushing, NY, prepared statement	49

LITERACY CORPS ASSISTANCE ACT OF 1987

WEDNESDAY, APRIL 22, 1987

U.S. SENATE,
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Washington, DC.

The Committee met, pursuant to notice, at 11:41 a.m., in room SD-430, Dirksen Senate Office Building, Senator Edward M. Kennedy (chairman of the committee) presiding.

Present: Senator Kennedy.

OPENING STATEMENT OF SENATOR KENNEDY

The CHAIRMAN. We will come to order. I have just a very brief opening comment, but I wanted to extend a very special and warm welcome to a very distinguished witness, the former Chief Justice of the United States, Warren Burger.

Contrary to what some people may think, I did not vote against the confirmation of every Chief Justice. In fact, I am batting .500. I voted for Chief Justice Burger and I believe that he brought great distinction to the Supreme Court and to the administration of justice in America during his tenure on the Supreme Court, just as he is bringing great distinction in his current position as Chairman of the Commission on the Bicentennial of the Constitution.

I suspect that if Chief Justice Burger were before the Senate for confirmation again today, he would be approved by the same 74-3 vote he won in 1969, and it might even be unanimous since the three who voted no are no longer in the Senate. [Laughter.]

Chief Justice Burger's presence here today is further proof that we have other important things in common, one of which is concern for the festering problem of illiteracy in our society. This is the subject of this particular hearing this morning.

Illiteracy in America is a national disgrace. According to one estimate, 23 million Americans are too illiterate to read the poison warning on a can of pesticide, a letter from their child's teacher, the headlines of a daily newspaper, or the first amendment of the Constitution. Thirty-five million more Americans are semi-illiterate—they read so poorly that they can barely function at a survival level in our society.

A problem as enormous as this has tremendous costs to the Nation in terms of public welfare expenditures, unemployment benefits, crime, and even prison maintenance. And it also has large human costs in terms of blighted lives and lost productivity.

In fact, America ranks a disgraceful 49th in literacy among the 159 members of the United Nations. We need a comprehensive

strategy to fight against illiteracy, but so far, we are doing very little.

Current Federal, State, municipal, and private literacy programs reach only about 4 percent of the illiterate population. The Federal Government spends $100 million a year to address the needs of the 58 million illiterate Americans, or about $1.72 a person. The National Advisory Council on Adult Education has estimated that we would need to spend $5 billion—50 times as much as we are currently committing—to have a significant impact on the problem through traditional Federal spending programs.

Today's hearing will examine an alternative approach that offers real promise at an affordable cost. Senator Simon, Senator Harkin, Senator Mikulski, and I have introduced it as S. 1016 in the Senate. It is called the "Literacy Corps" and it is based on a private-sector program which has been tried and has proved to be successful in two college settings in recent years.

In essence, the program encourages college students to become tutors in local public schools for academic credit in their college courses. Students will also be able to tutor in Head Start centers, jails, institutions for the disabled, and other institutions in which classroom-type settings are available.

The bill we have introduced will provide $9 million in 1988 and $18 million in 1989 to launch Literacy Corps projects at approximately 1,000 colleges and universities across the country. The funds would be used to provide 2-year start-up grants of about $25,000 per college to cover the initial administrative cost of the Campus Program.

Students participating in the Literacy Corps would sign up for an elective course on their campus. As part of the course, they would be expected to tutor in reading and math for 6 hours a week in a typical 10-week semester. Each student in the program would thus provide 60 hours of tutoring. If 1,000 colleges participate, 165,000 students would join the Literacy Corps and 10 million hours of tutoring would be generated over the 2 years by the program. Valued at $20 an hour, the $27.5 million Federal investment in the program would generate 200 million dollars' worth of tutoring services, over a sevenfold return. I doubt that any Federal dollars are better spent.

In recent years, many of us in Congress have been searching for initiatives to harness the idealism and commitment of young Americans. So far, the search has been stymied by the high price tag of conventional proposals such as a national service corps or ROTC-type scholarships or loan-forgiveness programs.

I believe that young Americans in this generation are as ready, willing, and eager to respond to the challenge of public service as their parents were a generation ago, when President Kennedy urged them to "ask not what your country can do for you—ask what you can do for your country."

I hope that Congress will give the Literacy Corps idea a try, and that colleges and universities across the country will respond by accepting it as part of their curricula. If they do, I am confident that students will participate by the tens of thousands, and that America will at last begin to deal more effectively with the vast and shameful problem of illiteracy in our midst.

Finally, let me make one other point. This legislation is based on a model originated in 1969 by Norman Manasa, who was then a student at the University of Miami, and who is now director of the Washington Education Project. I first heard about the idea last January, when Mr. Manasa presented it to the Bicentennial Commission on the Constitution. Chief Justice Burger is Chairman of the Commission and Mr. Manasa had served on the staff of the Chief Justice in the 1970's.

It is fair to say that Mr. Manasa has been knocking on many doors for the better part of two decades seeking support for his idea. If Chief Justice Burger and I have our way, this is one good idea that is about to come in from the cold. Mr. Manasa deserves credit for both his genius and his perseverance—and all of us have to wonder about a system that has kept this idea out in the cold for so long.

Mr. Manasa wrote a book in 1984 about his project, a copy of which I have here. It is called "The Washington Education Project, Inc.—or How You Can Get a Tutor for Your Kid, Just Like the Rich People." It may not be on the best-seller lists today, but it deserves to go on the shelves of every college bookstore in the country—and perhaps it will be.

In addition to Chief Justice Burger, Norman Manasa is also here this morning to explain the program in more detail. We will hear as well from some of the pioneers who are making the program work today at St. John's University in New York City. I look forward to their testimony.

The Chief Justice has gone out of his way to be available on very short notice to come to our Committee because he has got other necessary responsibilities, but we are very honored to have him speak to our Committee today and we will look forward to his comments.

STATEMENT OF HON. WARREN E. BURGER, CHIEF JUSTICE OF THE UNITED STATES, RETIRED

Chief Justice BURGER. Thank you, Senator. I appreciate your advancing this hearing so that I can catch the 12:20 train to attend a Bicentennial meeting in New Jersey.

As you know from any discussions about this problem with you, I made it plain that I am not an expert in the field in any sense of the word, but I have been familiar with the work of Norman Manasa as a volunteer leader for the last 8 years.

He has been, part of that time, on the Supreme Court staff, and we were very flexible in granting him administrative leave so that he could take off many months at a time and try to develop a program.

For a long time, he was almost alone and I want to pay tribute to his dedication to something that is, I think, a program potentially as important as the great Peace Corps Program a good many years ago. This, of course, is a domestic program.

As we were chatting coming in with Senator Moynihan, the point came up that it is a sad thing in this country to have this great, remarkable Constitution and so many, many people who cannot even read it when it is made available to them. If they

cannot read it, they cannot understand the fundamental principles that are involved in it.

I hope that the Congress will undertake this program. I can assure you, and you know as a member of the Commission, Senator Kennedy, that the Bicentennial Commission is anxious to cooperate. As a matter of fact, for some time we have had Mr. Manasa as a consultant on this very subject of literacy.

Given the short time since we discussed my coming here, I was not able to check the facts, but I think it is reported that the rate of literacy in this country was higher in 1787 than it is today. There are some practical considerations that explain that. It does not mean the country has gone downhill as much as that would sound because we did not have in 1987 the same influx from countries with different languages as we have had in the last 30 years.

But even discounting that, we have an enormous problem in the country with young people who are illiterate and therefore cannot engage in any occupation, not even that of a filling station attendant, where they would have to calculate and make change, or in other areas where they would need to read simple instructions and understand them and execute instructions.

This means that a whole segment of our population of younger people is going to be excluded from a very important segment of the labor market, in areas where they might have a chance to advance and progress.

I repeat that I have no qualifications on the substantive aspect of this kind of a program, but there are many dedicated people in this country like Norman Manasa whose interests and whose experience in this field should be utilized.

As you know, he developed here and in other cities—I believe in Miami and in New York an arrangement having students in the college levels work evenings with classes of young people who needed help in learning to read, write, and speak.

Were I a member of the Congress, I would wholeheartedly support the program. How much it should be, what shape it should take, I would leave to people better qualified than I am, but I surely hope that the Congress will give some support.

It would be a very sad thing, in this 5-year period of celebrating the greatest document of government and freedom ever produced, if we do not take steps in the direction that the pending legislation would carry us.

I will not suggest that I can answer any questions, but I plan to address any questions you might have, Senator.

The CHAIRMAN. You have made, I think, a very powerful and compelling comment on the importance of assuring that this bicentennial period of our country in terms of the celebration of the Constitution is going to be one that is really understood by all American people.

How important do you think it really is, if we talk about preserving the individual rights and liberties of the American people, that they be a literate people? You have had years, obviously, as the Chief Justice and a distinguished career before that.

How important is it in preserving rights and liberties which the American people hold in special reverence and which we really enjoy almost uniquely throughout the world—how important is lit-

eracy in understanding those rights, do you think, to the point of preserving them? Do you see a close correlation?

Chief Justice BURGER. I think it is fundamental to a democratic society, Mr. Chairman. If we look around the world today and see the places where people want freedom, as all people do—and they are often not able to achieve it either because they have a government of the far left or the far right—one of the problems in those places is that the people, even though they speak one language, have not been given an opportunity to understand the principles that underlie the kind of a Constitution that we have and that most of them would like to have.

It is imperative in a democratic society that there be no substantial number of people who are not literate.

The CHAIRMAN. What we are basically talking about is not only the ability to just, I suppose, read or verbalize, but it is the understanding and the meaning of those words in a context.

Chief Justice BURGER. I agree. And if they are illiterate they are not likely to understand it very well, even with some of these excellent television programs that are being developed on the Constitution. And they will not be able to read something like the eight-page article in U.S. News and World Report of this week, which tells a great deal of this story.

This is why, as you know, in our Bicentennial program we have reached into the primary schools and the high schools and the colleges. And while it is an aside here, I am informed that there will be something in excess of 13,000 essays from high school students on the separation of powers.

Obviously, all the students who have entered that essay contest are literate. The illiterates were automatically excluded, not by their own choice.

The CHAIRMAN. And do you believe that it diminishes the whole society if there are groups of individuals who can not both read the Constitution in this particular case or are not able to understand its basic message.

Finally, Mr. Justice, regarding the point that you raise about the importance of the educational experience in order for the American people to understand the significance of the Constitution—I think all of us remember the Bicentennial celebration of the Revolution, and there was focus and attention on that event.

To a great extent now, we are talking about the bicentennial of the greatest charter for the preservation of rights and liberties in the history of mankind, and it seems to me that you make the point that this is of equal importance from your perspective.

What makes it relevant is to ensure that the total population is going to understand the Constitution, and that gets really to the point of what we are inquiring about today, and that is to have them understand it, they have to be able to be literate.

This is something which we as a society have to focus on and have to react to. One of the most basic needs in terms of celebrating the Bicentennial is to ensure people are going to be able to read it and understand it, and I think this is what you are talking about, as well as the real importance and meaning of the Constitution.

Chief Justice BURGER. Something you said, Senator, reminded me of the fact that before the Constitution was actually signed, while the delegates were meeting in Philadelphia, the Continental Congress made a commitment to universal public education when it enacted the Northwest Ordinance.

As the Continental Congress at that time also said that in the new territories there would be no slavery, they also said there was to be public education. This proposed legislation is really an important step toward the fulfillment of that commitment, which was made, I think, in July of 1787, three months before the Constitution was signed.

The CHAIRMAN. So this commitment is almost as old as the Constitution.

Chief Justice BURGER. It is almost a commitment in the Constitution, even though not explicit.

The CHAIRMAN. Yes.

Chief Justice BURGER. It was certainly the view of the Continental Congress sitting in New York.

The CHAIRMAN. The hour of noon, Mr. Justice, is just arriving and I know that you do have a train to catch. You have been very, very generous with your time.

I am going to just recess for 2 minutes so I will be able to permit the Chief Justice to excuse himself and so I can thank him, and then we will reconvene with the rest of our hearing.

Chief Justice BURGER. Again, Mr. Chairman, thank you for accommodating me so that I can catch the 12:20 train.

[Recess.]

The CHAIRMAN. We will come to order.

We have a statement from Senator Pell which we will insert into the record at this time.

[The prepared statement of Senator Pell follows:]

STATEMENT OF SENATOR CLAIBORNE PELL

Senator PELL. Mr. Chairman, no situation in American society today is more tragic than that of the plight of the illiterate. Lack of basic skills in reading and computation is a solid wall against employment. It renders routine tasks all but impossible. And it sentences many of these individuals to a permanent condition of poverty.

To my mind, programs to combat illiteracy should be high on our education agenda. The Literacy Corps Assistance Act is an interesting proposal, but it is only one of several literacy initiatives pending in the Senate. In view of the fact that adult literacy is something that will be central to reauthorization of the Adult Education Act, I would hope that we could hold judgment on all of these proposals and include them in our reauthorization deliberations.

I fully expect that we will be able to take up reauthorization of the Adult Education Act this summer. It is important that consideration of this issue be handled comprehensively. Clearly, an assault on our high illiteracy rate calls for an integration of efforts in literacy training. These include, among others, efforts to provide english-speaking literacy, and efforts to support worksite literacy, as well as the ongoing efforts in our basic Adult Education pro-

gram. Only through a careful, comprehensive approach can we truly ensure that we will effectively and responsibly address this very serious problem.

The CHAIRMAN. Mr. Manasa, that is about as fine an introduction as one gets around this busy institution. I am going to include in the record the last time that a Justice or a former Chief Justice appeared before the Congress. It is not in my memory of 25 years and I doubt if I can remember an occasion, but we will make that a part of the record.

Norman Manasa is the Director of the Washington Education Project and organizer of the model for a literacy corps, on which our legislation is based, and, as such, he is mostly ably equipped to describe for us the details of how the program works and how it has been faring thus far.

I might mention that Mr. Manasa was good enough to come up to Massachusetts not long ago. We met with a number of the representatives of some of our fine universities there and he had a very good, eloquent statement to all of those educators.

His work is increasingly appreciated, I think, by not only those that he has been in touch with, but I think many others now who have read his statements and are aware of what has been, I think, a remarkable commitment on his part, and certainly one that has to inspire people all over our country.

We are very grateful for your presence here and we look forward to your comments and testimony.

STATEMENT OF NORMAN MANASA, DIRECTOR, WASHINGTON EDUCATION PROJECT

Mr. MANASA. Well, thank you very much, Mr. Chairman. I am most grateful for your support of this project and the help that you have provided.

I had not meant to add this in my written remarks, but I do have to say a word in thanks to my old Chief Justice. I began work for him two years ago when I first came to town and was his aide for about two years, I suppose, and then struck out on my own to work on the project.

To have a former Chief Justice come and speak on behalf of this program is a most remarkable thing. As I mentioned to you, sir, I am not used to traveling in such elevated company, full committee chairmen and former Chief Justices, and I suppose if someone were writing an episode for a Twilight Zone, they would begin with what has gone on already this morning.

At any rate, sir, I do want to thank you. I am quite grateful for the opportunity to appear before you this morning in support of Senate Bill 1016 and to describe the Washington Education Project, which is designed to combat the nation's growing illiteracy problem by providing reliable tutors on a massive scale to children and adults across the country who desperately need this help.

It seems to me that there are any number of reasons why it is fitting for the Committee to take up the matter of illiteracy at this time, but one compelling reason is that this is the year we celebrate the bicentennial of the United States Constitution, and yet it is true to say that in 1987 there are millions of Americans who, as

a result of illiteracy, cannot participate in the democratic process. Indeed, they cannot read the Constitution and the Bill of Rights.

Moreover, it is beyond doubt that the nation is moving with considerable speed into the technological age into a new era where robots and computers will do most of the work that traditionally has been done by the human hand, with the results that vast numbers of semi-literate Americans will not be simply unemployed; they will be unemployable, and for a lifetime.

Although this is a great tragedy for millions of Americans, illiteracy also represents a clear and growing threat to the ability of the nation to create wealth in the technological age and to be, as the current phrase has it, economically competitive.

The answer to all this is to provide these people with reliable tutors on a massive scale, and that is precisely what the Washington Education Project is designed to do. The main thrust of this project is to provide a more realistic education for college students by injecting experience into the undergraduate curriculum.

As a practical matter, the undergraduates enroll in special three-credit courses in which they are required to tutor 6 hours each week of the semester in established community agencies, such as elementary and secondary schools, Head Start centers, prisons, adult literacy centers, and in agencies for handicapped children and the emotionally disturbed.

In addition, the undergraduates are required to meet in weekly seminars with supervising professors from various departments, such as sociology, education and economics, where the students' experience in the community is matched against the theories of the academic discipline.

In this way, the undergraduates get a mix of experience and theory at the same time, and a more realistic education than they can get through courses that provide only classroom theory.

But the undergraduates benefit in other ways, in that these courses provide the sort of solid work experience that will help them to make a sensible choice of a college major and a career. It is this same work experience that will help them to get a job upon graduation, since they will be able to show employers a clear record of achievement at something genuinely important. And, not least, these courses permit undergraduates to learn the old virtues of duty, obligation and compassion.

The project is inexpensive to operate. The undergraduates are not paid to do the tutoring and there are no expenditures for buildings or books. The undergraduates are permitted to work only in established community agencies, such as the public schools, that have teaching programs already underway, and all tutoring is done by the undergraduates under the supervision of classroom teachers or special instructors who provide the undergraduates with the minimal on-the-job training they require.

The undergraduates usually tutor on a one-to-one or one-to-two ratio, with children or adults assigned to them by the classroom teacher who evaluates the work of the undergraduates on a daily basis.

Since the undergraduates do the tutoring as part of a college course, they are reliable, profoundly effective, and absolutely free. Moreover, the undergraduates are accountable since they are re-

quired to work on a regular schedule for the entire semester, signing in and signing out for each tutoring session. There are no excused absences.

And it is true to say that the undergraduates are available on a massive scale. There are 10 million college students in this country and each is eligible to participate, since the courses are offered as electives and since undergraduates generally must take elective courses to get a degree.

Each undergraduate in this project is required to produce a minimum of 60 hours of tutoring per semester; that is, 6 hours of tutoring per week times the 10 weeks in a semester. As a result, 1,000 undergraduates, just 1 percent of the 100,000 undergraduates in New York City, for example, would produce a minimum of 60,000 hours of reliable tutoring in the New York public school system each semester; that is, 1,000 undergraduates times 60 hours of tutoring each.

Five percent of New York City's eligible undergraduates would produce 300,000 hours of tutoring each semester. On a national scale, just 5 percent of the Nation's 10 million undergraduates would produce a minimum of 30 million hours of tutoring per semester; that is, 500,000 undergraduates times 60 hours of tutoring each. Valued at $20 per hour, this represents an astounding $600 million in tutorial services produced by just 5 percent of the Nation's undergraduates each and every semester, and this does not take into account the vast amounts of new wealth that will be created over the course of a working lifetime by those who are taught to read by the undergraduates.

The Washington Education Project actually works and is based upon a model program that I began as an undergraduate at the University of Miami in 1969. That program ran for 4 years and had over 1,000 undergraduates enrolled in these courses in work as tutors in prisons, inner-city schools, and Head Start centers throughout the city.

Here is the evaluation of the effectiveness of the tutors written by the principal of a special Miami school for emotionally disturbed adolescents. Now, I might say, Mr. Chairman, these children were not sort of docile second or third-graders; these were teenagers who had difficulty with academic problems. They had severe home problems, emotional difficulties, and in order to get into this school legend had it that you had to get thrown out of two other Dade County schools for fighting or punching a teacher or something.

Yet, the principal of the school was able to write, "Because of the tutors from the University of Miami, our remedial reading students have had reading level gains of 1 to 2 years within a 3- to 5-month period."

The Washington Education, a non-profit, tax-exempt corporation, has been working with major corporations to provide $25,000 start-up grants to colleges across the country, on condition that the colleges establish special three-credit courses in which undergraduates are put to work teaching reading, writing and mathematics to the illiterate poor.

There has been some early success in this effort, and I am very glad to say that St. John's University in New York City began an operational model of this project in January of 1987, and that work

is underway to place projects into operation at other colleges in New York City, as well as at colleges in Boston and Los Angeles, by the fall semester of 1987.

In this effort, the Washington Education Project has received support from a number of corporations, including operational grants from the Los Angeles Times and the Hughes Aircraft Company.

Moreover, the projects at the colleges in New York City are being funded by grants from the New York Daily News, the Xerox Foundation, the American Can Company Foundation, and the Manufacturers Hanover Trust Company.

Senate Bill 1016 will provide 1,000 colleges across the country with start-up grants of $25,000 each. Over a 2-year period, each college will field 165 undergraduates who will produce a minimum of 60 hours of tutoring each. As a result, this bill will produce a minimum of 9,900,000 hours of tutoring over a 2-year period; that is, 165 undergraduates times 60 hours of tutoring each times 1,000 colleges.

Valued at $20 per hour, this represents the creation of $198 million in tutorial services over a 2-year period. The result of Senate Bill 1016, therefore, will be to provide reliable tutors on a massive scale to children and adults across the country who desperately need this help, to act as a call to duty to the Nation's college students, and to bring the light of learning to those places that have known only illiteracy, poverty and despair.

I have attached a brief operational summary of the Washington Education Project to these remarks, Mr. Chairman, but I would want to end by thanking you once again for your very gracious invitation to be here today.

[The prepared statement of Mr. Manasa, with an attachment, follows:]

THE WASHINGTON EDUCATION PROJECT, INC.
224 THIRD STREET, S.E.
WASHINGTON, D.C. 20003

NORMAN MANASA
DIRECTOR

(202) 543-3500
(202) 547-3011

STATEMENT BEFORE THE

COMMITTEE ON LABOR AND HUMAN RESOURCES

UNITED STATES SENATE

DIRKSEN SENATE OFFICE BUILDING; ROOM 430

WASHINGTON, D.C.

APRIL 22, 1987

11:30 A.M.

BY

MR. NORMAN MANASA

DIRECTOR

THE WASHINGTON EDUCATION PROJECT, INC.

WASHINGTON, D.C.

Mr. Chairman and Members of the Committee:

I am quite grateful for the opportunity to appear before you this afternoon in support of Senate Bill #1016, and to describe the Washington Education Project which is designed to combat the nation's growing illiteracy problem by providing reliable tutors on a massive scale to children and adults across the country who desperately need this help.

It seems to me that there are any number of reasons why it is fitting for the Committee to take up the matter of "illiteracy" at this time, but one compelling reason is that this is the year we celebrate the bicentennial of the United States Constitution. And yet it is true to say that in 1987, there are millions of Americans who, as a result of illiteracy, cannot participate in the democratic process. Indeed, they cannot read the Constitution and the Bill of Rights.

Moreover, it is beyond doubt that the nation is moving with considerable speed into the "technological age", into a new era where robots and computers will do most of the work that traditionally has been done by the human hand, with the result that vast numbers of semi-literate workers will not be simply unemployed, they will be unemployable, and for a lifetime. Although this is a great tragedy for millions of Americans, illiteracy also represents a clear and growing threat to the ability of the nation to create wealth in the technological age, and to be, as the current phrase has it, "economically competitive".

The answer to all this is to provide these people with reliable tutors on a massive scale, and that is precisely what the Washington Education Project is designed to do.

The main thrust of this Project is to provide a more realistic education for college students by injecting "experience" into the undergraduate curriculum. As a practical matter, the undergraduates enroll in special three-credit courses in which they are required to tutor six hours each week of the semester in established community agencies, such as elementary and secondary schools, Head Start Centers, prisons, adult literacy centers, and in agencies for handicapped children and the emotionally disturbed.

In addition, the undergraduates are required to meet in weekly seminars with supervising professors from various departments, such as Sociology, Education, and Economics, where the students' experience in the community is matched against the theories of the academic discipline. In this way, the undergraduates get a mix of experience and theory at the same time, and a more realistic education than they can get through courses that provide only classroom theory.

But the undergraduates benefit in other ways, in that these courses provide the sort of solid work experience that will help them to make a sensible choice of a college major, and a career. It is this same work experience that will help them to get a job upon graduation, since they will be able to show employers a clear record of achievement at something genuinely important.

And, not least, these courses permit undergraduates to learn the "old virtues" of duty, obligation, and compassion.

77-106 O - 87 - 2

The Project is inexpensive to operate. The undergraduates are not paid to do the tutoring, and there are no expenditures for buildings or books. The undergraduates are permitted to work only in established community agencies, such as the public schools, that have teaching programs already underway, and all tutoring is done by the undergraduates under the supervision of classroom teachers or special instructors, who provide the undergraduates with the minimal on-the-job training they require. The undergraduates usually tutor on a 1:1 or 1:2 ratio, with children or adults assigned to them by the classroom teacher, who evaluates their work on a daily basis.

Since the undergraduates do the tutoring as part of a college course, they are reliable, profoundly effective, and absolutely free. Moreover, the undergraduates are accountable, since they are required to work on a regular schedule for the entire semester, signing-in and signing-out for each tutoring session. There are no excused absences.

And it is true to say that the undergraduates are available on a massive scale. There are 10,000,000 college students in this country, and each is eligible to participate, since the courses are offered as "electives", and since undergraduates, generally, must take elective courses to get a degree.

Each undergraduate in this Project is required to produce a minimum of 60 hours of tutoring per semester (that is, 6 hours of tutoring per week x the 10 weeks in a semester). As a result, 1,000 undergraduates, just one percent of the 100,000 undergraduates in New York City, for example, would produce a minimum of 60,000 hours of reliable tutoring in the New York City public school system each semester (that is, 1,000 undergraduates x 60 hours of tutoring each). Five percent of New York City's eligible undergraduates would produce 300,000 hours of tutoring each semester.

On a national scale, just five percent of the nation's 10,000,000 undergraduates would produce a minimum of 30,000,000 hours of tutoring per semester (that is, 500,000 undergraduates x 60 hours of tutoring each). Valued at $20 per hour, this represents an astounding $600,000,000 in tutorial services produced by just five percent of the nation's undergraduates each and every semester.

And this does not take into account the vast amounts of new wealth that will be created over the course of a working lifetime by those who are taught to read by the undergraduates.

The Washington Education Project actually works, and is based upon a model program that I began as an undergraduate at the University of Miami in 1969. That program ran for four years, and had over 1,000 undergraduates enroll in these courses and work as tutors in prisons, inner-city schools, and Head Start Centers throughout the city.

Here is the evaluation of the effectiveness of the tutors, written by the principal of a special Miami school for emotionally disturbed adolescents:

> "Because [of the tutors], our remedial reading students have had reading level gains of one to two years within a three to five month period."

The Washington Education Project, a non-profit, tax-exempt corporation, has been working with major corporations to provide $25,000 "start-up" grants to colleges all across the country, on condition that the colleges establish special three-credit courses in which undergraduates are put to work teaching reading, writing, and mathematics to the illiterate poor.

There has been some early success in this effort, and I am very glad to say that St. John's University in New York City began an operational model of this Project in January of 1987, and that work is underway to place projects into operation at other colleges in New York City, as well as at colleges in Boston and Los Angeles, by the fall semester of 1987.

In this effort, the Washington Education Project has received support from a number of corporations, including operational grants from the Los Angeles Times and the Hughes Aircraft Company. Moreover, the projects at the colleges in New York City are being funded by grants from the New York Daily News, The Xerox Foundation, the American Can Company Foundation, and the Manufacturers Hanover Trust Company.

Senate Bill #1016 will provide 1,000 colleges across the country with "start-up" grants of $25,000 each. Over a two-year period, each college will field 165 undergraduates, who will produce a minimum of 60 hours of tutoring each. As a result, this Bill will produce a minimum of 9,900,000 hours of tutoring over a two-year period (that is, 165 undergraduates x 60 hours of tutoring each x 1,000 colleges).

Valued at $20 per hour, this represents the creation of $198,000,000 in tutorial services over a two-year period.

The result of Senate Bill #1016, therefore, will be to provide reliable tutors on a massive scale to children and adults across the country who desperately need this help, to act as a "call to duty" to the nation's college students, and to bring the light of learning to those places that have known only illiteracy, poverty, and despair.

I have attached a brief operational summary of the Washington Education Project to these remarks, and would like to thank the Chairman and the Committee once again for the opportunity to be here today.

THE WASHINGTON EDUCATION PROJECT, INC.
224 THIRD STREET, S.E.
WASHINGTON, D.C. 20003

NORMAN MANASA
DIRECTOR

(202) 543-3500
(202) 547-3011

March 23, 1987

This Summary of the Washington Education Project is divided into four parts:

1) Introduction,

2) Project Operation,

3) $25,000 "Start-Up" Grants For The Nation's Colleges,

4) Support From The Nation's Major Corporations.

INTRODUCTION

It is beyond doubt that the nation is moving with considerable speed into the "technological age", into a time when vast numbers of semi-literate workers will be not only unemployed, they will be unemployable, and for a lifetime. Although this is a great tragedy for millions of Americans, "illiteracy" also represents a clear and growing threat to the ability of the nation to create wealth in the technological age, and to be, as the current phrase has it, "economically competitive".

The answer to all this, one that does not require government expenditures of any kind, is to provide these people with reliable tutors on a massive scale, and that is precisely what the Washington Education Project is designed to do.

PROJECT OPERATION

The main thrust of the Washington Education Project is to provide a more realistic education for college students by injecting "experience" into the undergraduate curriculum. As a practical matter, the undergraduates enroll in three-credit, "elective" courses in which they are required to tutor six hours each week of the semester in established community agencies, such as elementary and secondary schools, Head Start Centers, prisons, adult literacy centers, and in agencies for handicapped children and the emotionally disturbed.

In addition, the undergraduates are required to meet in weekly seminars with supervising professors from various departments, such as Sociology, Education, and Economics, where the students' experience in the community is matched against the theories of the academic discipline. In this way, the undergraduates get a mix of "experience" and "theory" at the same time, and a more realistic education than they can get through courses that provide only classroom theory.

But the undergraduates benefit in other ways, in that these courses provide the sort of solid work experience that will help them to make a sensible choice of a college major, and a career. It is this same work experience that will help them to get a job upon graduation, since they will be able to show employers a clear record of achievement at something genuinely important. And, not least, these courses permit undergraduates to learn the "old virtues" of duty, obligation, and compassion.

To receive credit in the course, each undergraduate is required to:

1) Tutor six hours each week of the semester;

2) Attend weekly seminars with faculty;

3) Submit a one-page report each three weeks of the semester to their faculty supervisor;

4) Keep a private journal;

5) Submit a Final Report to their faculty supervisor at the end of the semester.

The courses are inexpensive to operate. The undergraduates are not paid to do the tutoring, and there are no capital expenditures of any kind. In operational terms, the undergraduates are permitted to work only in established community agencies that have instructional programs already underway; that is to say, in a working classroom that has a teacher, students, books, and a curriculum already in place.

These agencies would include elementary and secondary schools, as well as prisons, libraries, and adult literacy centers that operate GED and basic literacy programs.

All tutoring is done by the undergraduates in the back of the classroom, and under the direct supervision of the classroom teacher, who provides the undergraduates with the minimal on-the-job training they require. The undergraduates work as tutors from the very first week of the semester, usually tutoring on a 1:2 ratio, with children or adults assigned to them by the classroom teacher, who evaluates their work on a daily basis.

Given this structure, the undergraduates are effective from virtually the first week of the semester, and do not need to undergo an extensive "training" program before they actually start work. It must also be pointed out that the undergraduates do not work in private homes, nor do they establish literacy programs, themselves, and no funds are used to rent "storefronts", or to pay the salaries of "consultants" or "tutor trainers", or to buy books from anyone.

Since the tutoring is done by the undergraduates as part of a college course, they are reliable, profoundly effective, and absolutely free. Moreover, the undergraduates are required to work on a regular schedule for the entire semester (for example, Monday, Wednesday, and Friday mornings from 9:30 to 11:30), and they must sign-in and sign-out for each tutoring session. There are no excused absences.

And it is true to say that the undergraduates are available on a massive scale. There are 10,000,000 college students in this country, and each is eligible to participate, since the courses are offered as "electives", and since undergraduates, generally, must take elective courses to get a degree.

Each undergraduate in this Project is required to produce a minimum of 60 hours of tutoring per semester (that is, 6 hours of tutoring per week x the 10 weeks in a semester). As a result, 1,000 undergraduates, just one percent of the 100,000 undergraduates in Boston, for example, would produce a minimum of 60,000 hours of reliable tutoring in the Boston public school system each semester (that is, 1,000 undergraduates x 60 hours of tutoring each). Five percent of Boston's eligible undergraduates would produce 300,000 hours of tutoring each semester.

On a national scale, just five percent of the nation's 10,000,000 undergraduates would produce a minimum of 30,000,000 hours of tutoring per semester (that is, 500,000 undergraduates x 60 hours of tutoring each). Valued at $20 per hour, this represents an astounding $600,000,000 in tutorial services produced by just five percent of the nation's undergraduates each and every semester.

And this does not take into account the vast amounts of new wealth that will be created over the course of a working lifetime by those who are taught to read by the undergraduates.

It should be said that this is not a traditional "student volunteer" program, in which undergraduates provide a variety of "services" to the community. Here, the undergraduates work as tutors, and only as tutors, in a Project that is designed to transfer the power to create wealth in the technological age (that is to say, reading, writing, and mathematics) to the illiterate poor.

The Washington Education Project is based upon a model program begun by Mr. Norman Manasa in 1969, when he was an undergraduate at the University of Miami. That program ran for four years, and had over 1,000 undergraduates enroll in these courses and work as tutors in prisons, inner-city schools, and Head Start Centers throughout the city.

Here is the evaluation of the effectiveness of the tutors, written by the principal of a special Miami school for emotionally disturbed adolescents:

> "Because [of the tutors], our remedial reading students have had reading level gains of one to two years within a three to five month period." (Emphasis Supplied)

The Washington Education Project's national fund-raising campaign is an attempt to produce similar results on a massive scale, and all across the country.

$25,000 "START-UP" GRANTS FOR THE NATION'S COLLEGES

To assist colleges in getting these courses underway, the Washington Education Project has been conducting a national fund-raising campaign that is designed to provide $25,000 "start-up" grants to colleges all across the country.

Any accredited college or university in the nation, including community colleges, would be eligible to apply for these grants. Each $25,000 grant would be disbursed, under contract, to individual colleges by the Washington Education Project in four payments over a two-year period.

In addition to the $25,000 "start-up" grant, the Washington Education Project will provide consultant services to each college throughout the life of the grant. The Project will assist each college in getting these courses underway, and will provide administrative support to the college throughout the two-year grant period. These services, as well as one copy of the Washington Education Project's "Operation's Manual", will be provided to each college at no cost.

Since this is an academic program, the grant is to be administered at each college by a faculty member chosen by the college administration. All tuition generated by these courses will remain the property of the college offering the course.

The courses are offered as three-credit "electives", and in departments such as Sociology, Education, and Economics. To get a Project started at a college, it is only necessary that one academic department agrees to offer the course, often under the heading of "Independent Study" or "Special Topics".

The normal "Faculty/Student" ratio for these courses is 1:30, with each faculty member hosting two seminars each week of the semester, with 15 undergraduates in each seminar. However, to get the Project underway, the college may begin the first semester with a course enrollment of 10 to 15 undergraduates.

Of the $25,000 given to each college by the Washington Education Project, $24,000 will be used to help pay the salaries of the college faculty members who are to supervise the undergraduates enrolled in these courses. Each college will be compensated for one-third of the teaching time of one professor during the first year of the grant, at $8,000. During the second year of the grant, the college will be compensated for one-third of the teaching time of two professors, at $16,000. (The college also will receive all of the tuition generated by the undergraduates who enroll in these courses.)

The remaining $1,000 is used to pay small stipends to "Student Coordinators"; that is, undergraduates who have been in the program at least one semester, and who then are asked by the faculty member responsible for the grant to manage the work of a group of undergraduates at an individual community agency, a public high school, for example.

The "Student Coordinators" arrange transportation for the undergraduates, monitor attendance and punctuality, establish times and meeting places for the weekly seminars with faculty, and handle various communication and liaison responsibilities as assigned. The approximate ratio of "Student Coordinators" to undergraduates is 1:15.

The undergraduates are required to tutor on a regular schedule for the entire semester; for example, Monday, Wednesday, and Friday mornings from 9:30 to 11:30. In addition, the undergraduates are required to sign-in and sign-out for each tutoring session in a special "Sign-In Book" that is kept for this purpose in the central office of the community agency in which they are working.

It should be pointed out that the undergraduates are permitted to work only as tutors, producing six full hours of tutoring each week of the semester. The undergraduates do not perform any other activity. They do not grade papers for the classroom teacher; they do not monitor the cafeteria at lunchtime; they do not do office work for the school principal.

The attendance of the undergraduates is checked each day by the "Student Coordinator" assigned to that particular agency, and, each week, the "Student Coordinator" records the attendance of the undergraduates in the "Attendance Book" that is kept in the office of the college faculty member responsible for the grant.

There are no excused absences. An undergraduate who misses a tutoring session is required to make up the tutoring session within two weeks, and at the convenience of the community agency in which the undergraduate is working.

During the two-year life of the grant, the faculty member selected by the college to administer the grant will be responsible for providing the Washington Education Project with a one-page report twice each semester, showing the precise number of hours of tutoring produced by the undergraduates.

This is a simple procedure. At midterm and at the end of each semester, the faculty member responsible for the grant simply adds up the number of hours of tutoring recorded in the "Attendance Book", and then transfers this information to a standard, one-page, "fill-in-the-blanks" form that will be provided by the Washington Education Project for this purpose.

The Washington Education Project, in turn, will provide all corporate donors with a report at the end of each semester, showing the precise number of hours of tutoring that the undergraduates have produced during the previous semester.

As a result of the Project's fund-raising campaign, the first $25,000 "start-up" grant has been awarded to St. John's University in New York City, for a project that got underway in January of 1987. The project at St. John's is being funded by grants from the New York Daily News, the American Can Company Foundation, and The Xerox Foundation.

The Project now hopes to be able to provide $25,000 "start-up" grants to four colleges in New York City, to three colleges in Boston, and to one college in Los Angeles by the fall semester of 1987.

SUPPORT FROM THE NATION'S MAJOR CORPORATIONS

The Washington Education Project, Inc., a non-profit, tax-exempt corporation, is conducting a fund-raising campaign among the nation's major corporations that is designed to provide $25,000 "start-up" grants to colleges all across the country.

In this effort, the Project has been receiving a most encouraging hearing from corporate executives, since it is clear that the nation, in one of those "like it or not" developments of history, is moving into the technological age, with the result that "literacy" is now essential to the creation of wealth, for the nation, for individual workers, and for the corporations, themselves.

Moreover, this Project is able to attack the nation's growing illiteracy problem in a way that is efficient and "businesslike", since the undergraduates represent a work force of tutors that is reliable, accountable, absolutely free, profoundly effective, and, with 10,000,000 college students across the country, readily available on a massive scale.

The amount that is required to get a college underway is small; indeed, $25,000 over a two-year period. And the Washington Education Project will agree to disburse these funds to a college in any city or state in which the corporate donor might have a particular interest.

A grant of $25,000 to a single college would produce an absolute minimum of $192,000 in tutorial services during the two-year life of the grant; that is, a total of 160 undergraduates, producing 60 hours of tutoring each, with the tutoring valued at $20 per hour. (These figures do not take into account the vast amounts of new wealth that will be created over a working lifetime by those people who, as a result of being taught to read, have been made employable in a technological economy.)

Of course, the Washington Education Project would welcome grants smaller than $25,000, and has asked corporations to consider providing $5,000 "Challenge Grants", which the Project then combines with $20,000 in "Matching Grants" from other corporate donors.

This approach has worked with great success in New York City. In 1986, the New York Daily News provided a $5,000 "Challenge Grant" to the Washington Education Project, which was then "matched" by grants of $5,000 each from The Xerox Foundation and the American Can Company Foundation. As a result, an operational model of this Project began at St. John's University in New York City in January of 1987.

In addition to the funds for the colleges, the Washington Education Project requests that corporations also provide "Fixed Costs" at 20%. These funds will be used by the Project to help pay the cost of administering the $25,000 "start-up" grants to the various colleges.

As a result, a corporation that chooses to underwrite the full cost of getting a college underway would be asked to provide the Washington Education Project with a grant totaling $30,000 over a two-year period. Of this amount, $25,000 would be given to the college, and $5,000 (20%) would be used by the Project for operational expenses.

The Washington Education Project will provide consultant services to each college throughout the life of the grant. The Project will assist each college in getting the courses underway, and will provide administrative support to the college during the two-year grant period. These services, as well as one copy of the Washington Education Project's "Operation's Manual", will be provided to each college at no cost.

Each $25,000 grant will be disbursed, under contract, to individual colleges by the Washington Education Project in four payments over a two-year period. Under the terms of this contract, each college will be required to provide two reports each semester, at midterm and at the end of each semester, showing the precise number of hours of tutoring produced by the undergraduates.

In turn, the Washington Education Project will provide all corporate donors with a report at the end of each semester, showing the precise number of hours of tutoring that the undergraduates have produced during the previous semester. (Since the attendance of the undergraduates is checked every day, these figures are absolutely reliable.)

It should be said that the undergraduates pay the standard tuition to the college that is required for any three-credit course. As a result, the undergraduates, themselves, provide the funds to pay faculty salaries after the initial two-year, $25,000 "start-up" grant ends, allowing the college to continue to offer these courses semester after semester, and well into the next century.

Now that a model project has gotten underway at St. John's University, the Washington Education Project has begun work to place projects into operation at four colleges in New York City, at three colleges in Boston, and at one college in Los Angeles by the fall semester of 1987.

Once the projects in Boston, New York City, and Los Angeles are underway, the Washington Education Project will begin work to raise $25,000,000 from the nation's corporations, which will be used to provide "start-up" grants of $25,000 each to 1,000 colleges all across the country.

The result will be to provide reliable tutors on a massive scale to children and adults who desperately need this help, and to bring the light of learning to those places that have known only illiteracy, poverty, and despair.

Copyright: 1987

The CHAIRMAN. Thank you very much, Mr. Manasa. Let me ask you some questions that I think need answering. What has been the record of these students in their ability to be effective teachers? What kinds of qualifications do they need? Can anyone teach any student?

How do you respond to the question of whether they really will be effective in working with these students?

Mr. MANASA. Well, Senator, when I began the program 18 years ago as an undergraduate at the University of Miami, I began with the premise that undergraduates generally are superbly literate. They are not really given the kind of work where very often they can demonstrate that, but they can drill children and adults in basic reading, writing and mathematics.

This was the premise the Miami program began with. However, we did not have the undergraduates just sort of off in the community someplace. Although they would be superbly effective as tutors, we thought, they could simply not be let out on their own.

So we devised the program so that the undergraduates do their work only in existing community agencies such as public schools that have a teaching programs in place. The teachers are there, the curriculum is in place, the students are present and the books are there.

So the tutors would go to an established community agency that had a teaching program in place and work under the supervision of classroom teachers or special school reading instructors who knew which children needed tutoring and in what particular subjects.

So the actual tutoring experience was managed by the staff of the agency. As a result, as I mentioned from the report written by the principal of a school for emotionally disturbed children, the reading level gains of his children were raised 1 to 2 years within 3 to 5 months, and that happened throughout the entire city.

The new program begun at St. John's began the third week of January and, happily, we have representatives from St. John's this morning who can speak more to what is happening in the field today.

Tutoring, as you know, sir, has been around for 5,000 years. It is considered the most effective form of instruction. Alexander the Great had a tutor who, as you know, sir, happened to be Aristotle. Tutoring goes back a long, long way in every culture with an alphabet.

There is no question that these undergraduates are not only effective, but profoundly effective, and the vast majority of them, I think, would be able to do this work, and do it very well indeed.

The CHAIRMAN. Are these educational centers readily available and places where the kind of setting exists that permits this experience to go forward?

Mr. MANASA. Yes, Senator. I have to say any institution in the country that has an education program in place—for example, if we talked about prisons where there is a desperate need for tutors, I should imagine that almost all prisons now have a basic literacy program in place, a GED program in place.

We worked in three prisons in Miami and they would have the teacher; it would be a night program. There would be a group of

inmates; the curriculum would be established, the books would be there, and to this arrangement we would supply the tutors.

The undergraduates are able to work in virtually any community setting where there is a building so, for example, there are no capital investments in this project. The teachers, the students are there; the curriculum is in place. The books that are used are those already paid for by the taxpayer.

That kind of description fits virtually—it would fit a library if they wanted to set up an adult literacy program, for example. It fits any elementary and secondary school in the country. It fits Head Start programs already funded by the Federal Government; prisons that have high school equivalency programs in operation, virtually any agency numbering, I am sure, in the tens of thousands all across the country.

The CHAIRMAN. You have an incentive start-up grant and it is only good for two years. What is the incentive for the educational center to continue this after the start-up grant is expired?

Mr. MANASA. Well, Senator, the basic incentive, of course, would be simply the merit of the program. The idea is that the undergraduates would try this for 2 years and be convinced that, first of all, it is indeed profoundly educational for their own undergraduates; second, that the undergraduates indeed are effective tutors; and, third, that the program can be operated in a way that is efficient and effective. It is a very quiet and polite and profoundly reliable sort of a program.

But the undergraduates pay tuition to take these courses, just as they do for any other three-credit course. So, as a consequence, when the grant ends the college, in effect, would have the funds in hand to continue the program, meeting students' tuition and paying faculty costs, which is the funding dynamic, as you know, sir, for any course offering.

We could not guarantee the colleges would continue the course because of the notion of academic freedom, of course, but what these grants would do would give the colleges 2 years to try it out, the opportunity to convince themselves it is indeed worth keeping, and then, of course, the tuition of the undergraduates would pay the course costs.

It is, frankly, sir, the only program I know that in that sense brings its own money with it.

The CHAIRMAN. What has been the reaction among the students? Have you had difficulty in getting students to sign up?

Mr. MANASA. Well, sir, going back to the Miami experience, I was told when I dreamed this thing by any number of people that it was a great idea, but it would not work because the students would not want it, everybody wanting to head off to the beach after class or something, I suppose.

I have to say in 4 years we registered over 1,000 undergraduates, which was a remarkable showing regarding the grace of the University of Miami, I should say, faculty and staff, but also the generosity of the undergraduates.

They were more than willing to take on these courses, and some of them took it two and three semesters. They found something that they thought was profoundly educational, and yet they were

doing something for people that people genuinely needed doing, and they could it in an efficient and effective way.

I believe Dr. Petrie, who is from St. John's University who will be speaking in a moment—I believe she told me that she raised this program with 25 undergraduates in the late fall of 1986 and 10 of them signed up on the spot, which is an enrollment of 40 percent on first hearing. I thought it was an amazing performance and a great tribute to the undergraduates there.

But the young people of this country have never shied from a call to duty. If the colleges offer this course, Senator, we will sign up the undergraduates.

The CHAIRMAN. Well, that is a pretty good introduction to our second panel. We will look forward to hearing from individuals most closely involved with the implementation of the Washington Education Project at St. John's University in New York City: Dr. Donna Petrie, Coordinator of Undergraduate Human Resources at St. John's, currently teaching the course at the university which requires students to provide literacy tutoring; Ms. Marilyn Schaffer, Education Administrator in District 25 in New York City, and responsible for coordinating and supervising the program. Ann Saffi is a sophomore at St. John's currently enrolled in Dr. Petrie's class and is providing tutoring services to students in New York City schools under the supervision of Ms. Schaffer.

I want to thank all of you for coming down here this morning. We expect that the different perspectives that each of you bring will provide a very complete picture of how the program works and will be helpful in that regard.

So I will ask each of you to make a brief statement and then we will go to the questions. Dr. Petrie, would you start off?

STATEMENT OF R. DONNA PETRIE, ASSISTANT PROFESSOR, SCHOOL OF EDUCATION, ST. JOHN'S UNIVERSITY; MARILYN SCHAFFER, EDUCATION ADMINISTRATOR, DISTRICT 25, NEW YORK CITY BOARD OF EDUCATION; AND ANN SAFFI, STUDENT, ST. JOHN'S UNIVERSITY

Dr. PETRIE. Thank you, Senator Kennedy.

The course HSE 10, Community Service Literacy, was introduced this spring term at St. John's University as part of the human services program. Now, this major is designed to prepare entry-level mental health professionals who work with the elderly, the disabled, the homeless and other need populations, not necessarily in schools or with children.

Much of the human service curriculum involves field experience, also, but the community service literacy course was unlike any other fieldwork in which the students participated. Tutoring is so highly structured and goal-directed that it served as an excellent introduction to the helping process, which is what students were hoping to do for their careers.

Another major value of the course is that the field experience literally infuses the human services curriculum with life. Terms, concepts, processes in counseling and social work are no longer just words on a page.

Now, these were reasons enough for tutoring to be part of the human services program, but if I may speak as an educator of some 25 years' experience, the tutoring has much to offer all university students, regardless of what academic major they have.

When you are applying classroom theory to field experience, you are required to do certain kinds of critical thinking. Skills such as interpretation, analysis, synthesis, extrapolation—all of these are skills which are needed in higher education.

Tutors also gain a working knowledge of organizational aspects of various institutions in which they tutor. St. John's, for instance, has placed student tutors not only in the schools, but in the county family court reading clinic, in a child guidance center that is attached to a community mental health center, and in a shelter for homeless young men.

The tutors begin to understand how to work on interdisciplinary teams, an approach that many social science and business students will find employed in their future work settings.

Students also begin to understand the complexity of the learning-educating process, or, to put it another way, the communicating-managing process. Those are basic human service or human relations skills, and I think that is another plus for future managers and leaders. Anyone who is going to be involved in the world of work needs to know these skills.

But of particular merit, since I am a counselor and a social worker in the field, I feel the field experience introduces all parties, the tutor and the tutored, to culturally diverse values and interests. Stereotypes and prejudice are defused in a two-way process.

The university student helps a real person, a struggling learner, someone who has a name and a personality, not just somebody who is different or disadvantaged. The non-reader can see in the college student the pay-off to reading.

Now, the Faculty Council of St. John's University has approved the continued offering of this tutoring course. Now, my colleagues did so only after two very basic concerns were satisfied; namely, training and supervision.

First, let me emphasize that no tutor is put in an unsupervised setting, and I might say that they have two supervisors, one in the field and one on the university campus, and if they are in a supervised setting, then they indeed are getting training.

Initially, I felt it was almost overkill. I involved myself in providing my colleagues as consultants in helping out these students, but as I contacted more field supervisors and agencies, I discovered that they, in fact, want the control of the tutoring process and method and they want to provide their own training.

I do not think anyone should get the impression, however, that tutors will be involved in really sophisticated training or be made into reading teachers by this experience. Basically, tutors provide safe, non-judgmental attention and, with that encouragement, shyness and fear are replaced by a willingness to try and the growth of confidence and self-esteem.

The evaluations I have received from field supervisors thus far, and we are still in the spring term, have been very positive, but what students have gained personally may be more important.

I would like to close by simply reading an excerpt from a university student's log:

> I feel Michael uses me as a role model, since he does not have any brothers or sisters. His mother told me he talks about me at home and she sees him trying to do things I would do. I have seen him change a little since we first met. He has been studying and has been getting better grades. He told me, if you get good grades, I want to get good grades so I can go to college.

Thank you very much.

[The prepared statement of Dr. Petrie follows:]

STATEMENT BEFORE THE

SENATE COMMITTEE ON LABOR AND HUMAN RESOURCES

WASHINGTON, D.C.

APRIL 22, 1987

2:00 P.M.

BY

R. DONNA PETRIE, PH.D. NCC

COORDINATOR HUMAN SERVICES PROGRAM

ASSISTANT PROFESSOR

ST. JOHN'S UNIVERSITY

JAMAICA, NY

Senators:

The course HSE 10 COMMUNITY SERVICE: LITERACY was introduced this spring term at St. John's University through the division of Human Services and Counseling in the College of Education and Human Services as part of the Human Services program. This major is designed to prepare entry level mental health professionals who work with substance abusers, the elderly, the disabled, the homeless, and other need populations.

Much of the Human Services curriculum involves field experience, but the COMMUNITY SERVICE: LITERACY course is unlike the other field experience in which students participate because tutoring is highly structured and goal directed. As such it is an excellent introduction to the program. The course also provides the campus supervisor with an early reading of the students' needs and maturity via a field supervisor's rating of poise, responsibility and compliance with agency rules. Another major value of this course is that the field experience literally infuses the Human Services curriculum with life. Terms, concepts and processes are no longer just words on a page.

These are reasons enough for tutoring to be part of the Human Services program. But if I may speak as an educator with some 25 years experience, as well as a Human Services professional, the tutoring experience has much to offer all university students

regardless of their academic major for the following reasons:

1) Applying classroom theory to field experience demands critical thinking skills: interpretation, analysis, synthesis, extrapolation and evaluation;

2) university students gain a working knowledge of the organizational aspects of the institutions in which they tutor (St. John's University has placed students not only in schools, but in the county family court, in a child guidance center, and in a shelter for homeless young men), and they begin to understand how to work on interdisciplinary teams, an approach many social science and business students will find employed in their future work settings;

3) university students also begin to understand the complexity of the learning-educating process or, put another way, the communicating-managing process. This is another plus for future managers and leaders;

4) tutoring also provides in its one-one or one-two relationship an ideal structure for understanding basic human relations with its pull and tug of language and influence;

5) of particular merit, in my opinion, is that this field experience introduces all parties, the tutor and the tutored, to culturally diverse values and interests. Stereotype and prejudice are defused in

this two way process. The university student helps a struggling learner who has a name and a personality, and the nonreader can see in the college student the payoff to reading;

6) finally, coupling field experience with higher education promotes one of the basic purposes of the liberal arts tradition, that is, the development of a relativistic frame of reference so necessary to effective living in a pluralistic society.

The Faculty Council of St. John's University has approved the continued offering of this tutoring course. My colleagues did so only after two basic concerns were satisfied: namely, training and supervision. First, let me emphasize no tutor is put into an unsupervised setting. Tutors, in fact, have two supervisors, one in the field and one on the university campus. Secondly, all supervised settings provide their own training. Indeed in every instance when I approached agencies, field supervisors would have it no other way. They wanted to have control of the tutoring methods and process.

I don't think anyone should get the impression, however, that tutors will be involved in sophisticated training, or be made into reading teachers by this experience. Basically, tutors provide safe, nonjudgmental attention, and with that encouragement, shyness and fear are replaced by the willingness to try and

the growth of confidence and self-esteem.

The evaluations I have received from field supervisors regarding the St. John's students have been very positive, but what students have gained personally may be more important. Let me close by reading an excerpt from a university student's log:

> I feel Michael uses me as a role model, since he doesn't have any brothers or sisters. His mother told me he talks about me at home and she sees him trying to do things I would do. I've seen him change a little since we first met. He has been studying and has been getting better grades. He told me, "If you get good grades, I want to get good grades, so I can go to college."

The CHAIRMAN. Very good.

Ms. Schaffer.

Ms. SCHAFFER. My enthusiasm for this project stems from my extensive experience as a reading and learning disability specialist, including work on a one-to-one basis prior to becoming a program administrator. My first experience with tutors was in 1968 when I initiated a program at a public school in Queens involving parents and education majors from St. John's University and Queens College of the City University of New York.

In this program, I trained the tutors and monitored their progress on a weekly basis. The time that I invested in training and follow-up was well spent because of the many benefits to all involved, beginning with the child's enhanced self-image, the improvement in academics shown by many children who were tutored, and the personal and professional growth of those participating. Some of the parents went on to become teachers. The students involved became better teachers.

A student who has been sitting on the fringes as one of a class of 35 and who may be experiencing low self-esteem because of poor academic work and inability to participate in group activities surely feels left out. The individual attention given by a role model, a big brother or a big sister who shows what it is like to be part of the system, who enjoys learning, can help the child to integrate into the mainstream culture.

Teachers who are responsible for an entire class rarely have the opportunity to work alone with the child, and they have expressed their gratitude for the time given by the tutors. As professionals, teachers become involved with "their" children and they want them to succeed.

College students bring a freshness and diversity of background to the school system. Civil service organizations take time to change and cannot possibly keep up with staffing representative of the changing population of a school district.

In many communities across the nation, New York City being one, there have been many significant demographic changes in the past ten years. Bringing college students into the system provides the schools with an opportunity to keep up with the diversity of the population and to fill in the generation gap between adult and child.

Last, and not incidentally, when and if these students become parents, they will have a better understanding of some of the problems children have in learning and this will help them to become better parents.

There are additional educational needs that can be addressed by a tutor besides those that I have enumerated. Teachers and administrators are reporting that any number of children from Third World areas are arriving in school at age 12, 13, or 14 without a record of continuous schooling.

These children, who come from South and Central America, the Middle East, the Steppes of Asia and elsewhere, are basically illiterate in their native language. Some have spent only a year or two in school.

Teaching in our school system is sequential, meaning that lessons build upon previous learning. You cannot just plug these illit-

erate children into junior high school and expect them to catch up to the other students. What is the solution?

The unschooled children are not candidates for special education; they just need to have the opportunity to learn. These children can best be reached by working one-on-one with a tutor for large blocks of time.

Since this is a problem of increasing magnitude in our schools, we as educators hope to develop better training methods and specific strategies and procedures for tutors to use in working with children who suffer the disadvantage of irregular schooling.

There are other ways in which tutors can help students. They can reinforce concepts and provide practice and drill for instructional activities under the teacher's direction. They can help children to grasp concepts which they cannot understand in a group setting.

Tutors who are enthusiastic and enjoy reading can read to the child and instill a love of literature in those who may not have had similar opportunity before. The student tutors can discuss the material read and help to develop oral language, can help the child to understand new concepts and to expand the child's vocabulary when working on a one-to-one basis. In a whole-class setting, there is very little time for such individual expression.

All of the gains that I have mentioned do not come without cost; they require a commitment of time and staff to this project. However, the educators with whom I work are convinced the benefits far outweigh the problems and have been working the past few years to develop a cooperative relationship with the local universities because of our conviction that both the college students and the school district benefit from such a relationship.

To enumerate the problems and some of the solutions we have tried; finding student tutors is a time-consuming process, so I was pleased to receive a call from Dr. Donna Petrie of St. John's University informing me that students who were enrolled in a course for college credit would be available to work as tutors.

We have been trying to develop additional resources beyond the services of teachers and other support staff to use with our children who are at risk of academic failure. We planned to use student tutors in our Program Alternatives for Successful Education, or PASE, program, which utilizes a multi-sensory approach to teaching reading.

Each small group of first and second-grade children is seen for a half hour daily by a reading teacher. The tutor would see the children on an individual basis twice a week to reinforce the work of the specially trained teachers.

We initiated training for the St. John's students who were interested in working in our program. Concurrently, we were notifying principals and teachers that tutors were available. We did not want to assign students unless the teachers wanted to participate. Every school that was offered the service responded eagerly.

We have assigned a member of our staff to introduce the students to the school, to help them with scheduling, to find a place to work, and to act as a liaison with the district and the consultants who are overseeing their training. This is a commitment which we feel is worthwhile.

One measure of the results of our joint efforts is the enthusiastic response we have been receiving from teachers and principals. Tutors like Ann Saffi, who is here today, have been able to make a difference in children's reading ability, with more than one breakthrough which would not have occurred without her intervention.

I have introduced a letter from a principal which really gives enthusiastic support to the program and to what he has gotten from the work with St. John's and with Ann.

[The prepared statement of Ms. Schaffer follows:]

MARILYN SCHAFFER
THE SENATE COMMITTEE ON LABOR AND HUMAN RESOURCES

My enthusiasm for this project stems from my extensive experience as a reading and learning disability specialist including work on a one to one basis prior to becoming a program administrator. My first experience with tutors was in 1968, when I initiated a program at a public school in Queens involving parents and education majors from St. John's University and Queens College of the City University of New York. In this program, I trained the tutors and monitored their progress on a weekly basis. The time that I invested in training and follow-up was well spent because of the many benefits to al. involved beginning with the child's enhanced self image, the improvement in academics shown by many children who were tutored and the personal and professional growth of those participating. Some of the parents went on to become teachers. The students involved became better teachers.

A student who has been sitting on the fringes as one of a class of 35, and who may be experiencing low self-esteem because of poor academic work and inability to participate in group activities surely feels left out. The individual attention given by a role model - a big brother or a big sister who shows what it is like to be part of the system, who enjoys learning, can help the child to integrate into the main stream culture.

Teachers who are responsible for an entire class, rarely have the opportunity to work alone with the child, and have expressed their gratitude for the time given by the tutors. As professionals, teachers become involved with "their" children and they want to see them succeed.

College students bring a freshness and diversity of background to the school system. Civil service organizations take time to change and cannot possibly keep up with staffing representative of the changing population of a school district. In many communities across the nation, New York City being one, there have been significant demographic changes in the past ten years. Bringing college students into the system provides the schools with an opportunity to keep up with the diversity of the population and to fill in the generation gap between adult and child. Lastly, and not incidentally, when and if these students become parents, they will have a better understanding of some of the problems children have in learning and this will help them to become better parents.

There are additional educational needs that can be addressed by a tutor besides those I have enumerated. Teachers and administrators are reporting that any number of children from Third World areas are arriving in school at age 12, 13, or 14 without a record of continuous schooling. These children who come from South and Central America, the Middle East, the Steppes of Asia and elsewhere are basically illiterate in their native language. Some have spent only a year or two in school.

Teaching in our school system is sequential - meaning that lessons build upon previous learnings - you cannot just plug these illiterate children into junior high school and expect them to catch up to the other students. What is the solution? The unschooled children are not candidates for special education, they just need to have the opportunity to learn. These children can best be reached by working one on one with a tutor for large blocks of time.

Since this is a problem of increasing magnitude in our schools, we as educators hope to develop better training methods and specific strategies and procedures for tutors to use in working with children who suffer the disadvantage of irregular schooling.

There are other ways in which tutors can help students. They can reinforce and drill children under the teacher's direction. They can help children to grasp concepts which they cannot understand in the group setting.

Tutors who are enthusiastic and enjoy reading, can read to the child and instill a love of literature in those who may not have had similar opportunity before. The student tutors can discuss the material read and help to develop oral language skills, can help the child to understand new concepts and to expand the child's vocabulary when working on a one to one basis. In a whole class setting, there is very little time for such individual expression.

All of the gains that I have mentioned do not come without cost. They require a commitment of time and staff to this project. However, Community School District 25 is convinced that the benefits far outweigh the problems, and has been working for the past few years to develop a cooperative relationship with the local universities because of our conviction that both the college students and the school district benefit from such a relationship.

To enumerate the problems and some of the solutions we have tried, finding student tutors is a time consuming process, so I was pleased to receive a call from Dr. Donna Petrie of St. John's University informing me that students who were enrolled in a course for college credit would be available to work as tutors.

We have been trying to develop additional resources beyond the services of teachers and other support staff to use with our children who are at risk of academic failure. We planned to use student tutors in our Program Alternatives for Successful Education or P.A.S.E. Program, which utilizes a multi-sensory approach to teaching reading. Each small group of first and second grade children is seen for a half hour daily by a reading teacher. The tutor would see the children on an individual basis twice a week

to reinforce the work of the specially trained teachers.

We initiated training for the St. John's students who were interested in working in our program. Concurrently, we were notifying principals and teachers that tutors were available. We did not want to assign students unless teachers wanted to participate. Every school that was offered the service responded eagerly.

We have assigned a member of our staff to introduce the students to the school, to help them with scheduling, to find a place to work and to act as liaison with the district and the consultants who are overseeing their training. This is a commitment which we feel is worthwhile. One measure of the results of our joint efforts is the enthusiastic response we have been receiving from teachers and principals. Tutors, like Anne Saffi, who is to testify today have been able to make a difference in children's reading ability with more than one breakthrough which would not have occurred without her intervention.

Marilyn Schaffer
Education Administrator
District 25 Queens
NYC Board of Education

The CHAIRMAN. We welcome you, Ms. Saffi.

Ms. SAFFI. Thank you. I want to first start off by saying thank you, Senator Kennedy, for asking me here today to speak on behalf of the program.

I am an undergraduate student at St. John's University in my sophomore year. My major area of concentration there is human services. This semester I enrolled in a course called Community Service, which was developed and presented for the first time in St. John's by Dr. Donna Petrie.

This course requires students to spend a total of 60 field hours outside of classroom studies tutoring those who are in need of extra help, mainly in the area of improving reading skills.

We meet as a group in the classroom one day per week for two hours to discuss our experiences and the work that we do and for lectures educating us in the various skills necessary for tutoring. We also learn the various ways our counseling skills can be applied to the tutoring session.

I currently am working in public elementary school 21 in Flushing, New York. Here, I work with seven second-grade students, two girls who are foreign-born but do speak the English language, and one boy who is ten years old but is working on a second-grade level.

The students all have one thing in common; they all have difficulty in the area of reading. Rather than putting these students into a special education class, they are put into the PASE program, which is a Program Alternative to Successful Education. They meet as a group with their PASE teacher, learning the phonic principles of the English language.

I work with the students individually every Tuesday and Thursday for a total of four to five hours per week. With each student, we read over word lists and short stories which contain the phonic principles that have already been taught to them by their PASE teacher. The work I do is a reinforcement of these principles, emphasizing fluency and correct pronunciation of sounds.

The program is very structured and orderly and complete instruction was given to me by Ms. Schaffer and her associates before I began.

The CHAIRMAN. What sort of instruction did they give you?

Ms. SAFFI. Instruction?

The CHAIRMAN. Yes, to be able to teach the children. I do not want to continue to interrupt you, but I do not want to lose the point here either. Had you done this type of thing before?

Ms. SAFFI. No. This was my first time.

The CHAIRMAN. How much instruction do you think you need to be able to tutor a child in how to read?

Ms. SAFFI. I just feel the basic instruction of, first, basic rapport with the children, how to make them feel comfortable in this kind of a situation, the one-on-one situation, which was given to us, and then just basic principles of the program, how the program is run, how they would like exact records being kept for the children, the errors that they make, and that to come across to the PASE teacher which we report to, also.

The CHAIRMAN. So just learning what was expected of you took you how long? How much of a briefing did that take?

Ms. SAFFI. I am sorry?

The CHAIRMAN. Just learning what was expected of you to participate in the program, did that take very long?

Ms. SAFFI. No, not at all. Ms. Schaffer and her associates met with us about three times before we began the program and then we had followup meetings—we have had two so far in the program—in which we evaluate how we have been doing, any problems we have encountered and ways to correct them.

The CHAIRMAN. Ms. Schaffer.

Ms. SCHAFFER. I would like to indicate that this was a very specific program and this is not the only way we would use volunteers.

The CHAIRMAN. Right.

Ms. SCHAFFER. It just happened that we were looking for volunteers and they fit in and we were ready to do the training that was involved. But I do not know if it is necessary to spend as long as we did spend in this particular program for a tutor, in general.

The CHAIRMAN. I see.

All right. Do you want to continue, Ms. Saffi?

Ms. SAFFI. I have seen tremendous improvements in reading skills with the children that I work with. They have gone from reading with difficulty simple word lists to reading short stories with ease and fluency.

The children have also shown an improvement in their attitude towards the reading. Where most of them disliked to read because of the difficulties they were having, they now enjoy reading. Many ask me if they can read more difficult stories and words, and some have brought their classroom work to me showing me the improvements they have made, which shows me that the program's effects have been carried over into their classroom studies.

Since illiteracy has become such a widespread problem in our nation today, I feel that it is very important to start correcting the problems in areas such as reading and writing when the students are young, such as in the first and second grade.

A program such as this one does exactly that, and it is also very valuable to students, both to the ones being tutored and to the ones doing the tutoring. Tutoring is a very unique experience, as I mentioned before, not only for those being tutored, but for students such as myself doing the tutoring.

It is a great sense of achievement and accomplishment when you see how your work is affecting another in such a positive way. I have grown attached to the children I work with, being a supportive and encouraging role model to them.

A very interpersonal relationship builds between the tutor and the child. You become a team, the both of you working together to reach a goal. The more I see the children I work with improve, especially in an area where they themselves feel inadequate, the more you feel that sense of accomplishment and gratification, raising the self-esteem of those being tutored as well as yourself.

As an undergraduate student majoring in human services, my personal inclination is to help others, but this does not mean that a program such as this one would not benefit, say, those students in a business or science major.

The one thing that really distinguishes this class from others is the simple fact that it is not the one to two-hour classroom lecture three times a week which so many students are used to.

One of the most beneficial parts of the course is being able to be outside of a classroom lecture and into the real world. It gives students the opportunity to see the reality outside of the academic life of the college campus.

For myself, it is an excellent experience to apply my educational knowledge of counseling into a real-life situation. A student will gain a great sense of responsibility to themselves, those they tutor, and to their supervisors preparing them for future employment.

I feel the most complete education is one in which you receive not only book knowledge, but experience knowledge also. In the future, I hope to see programs such as this one being started in other universities and colleges throughout the nation.

I feel the young of today need and want to get involved with the problems in today's society, and a course like this one gives us that opportunity not only to participate and to get involved, but also to help correct and change.

Thank you.

[The prepared statement of Ms. Saffi follows:]

ANN SAFFI

My name is Ann Saffi. I am an undergraduate student at St. John's University in my sophmore year. My major area of concentration is Human Services.

This semester I enrolled in a course called Community Service, which was developed and presented for the first time in St. John's by Dr. Petrie. The course requires students to spend four to six field hours outside of the classroom studies tutoring those who are in need of extra help mainly for the improvement of reading skills. We meet as a group in the classroom one day per week for two hours to discuss our experiences in the work that we do, and for lectures educating us in the various skills nessesary for tutoring. We also learn the various ways our counseling skills can be applied to the tutoring session.

I currently am working in Public Elementary School 21 in Flushing, New York. Here I work with seven second grade students, two girls who are foreign born, but do speak the English language, and one boy who is ten years old but is working on a second grade level. The students all have one thing in common- they all have difficulty in the area of reading. Rather than putting these students in a Special Education class they are put into the P.A.S.E. program, where they meet as a group with their P.A.S.E. teacher learning the phonic principles of the English language.

I work with the students individually every Tuesday and Thursday for a total of four to five hours per week. With each student, we read over word lists and short stories which contain the phonic principles that have already benn taught to them by their P.A.S.E. teacher. The work I do is a reinforcement of these principles emphasizing fluency and correct pronciation of sounds. The program is very structured and orderly, and complete instruction was given to me by Mrs. Schaefer and her associates before I began.

I have seen tremendous improvements in reading skills with the children I work with. They have gone from reading with difficulty simple word lists to reading short stories with ease and fluency. The children have also shown an improvement in their attitude towards reading. Where most of them disliked to read because of the difficulties they were having, they now enjoy reading. Many ask me if they can read more difficult stories and words, and some have brought their classroom work to me, showing me that the programs effects have been carried over into their classroom studies.

Since illiteracy has become such a widespread problem in our nation today, I feel it is very important to start correcting the problems in areas such as reading and writing when the students are young- such as the first and second grade.

A program such as this one is very valuable in this case, and is also very valuable to students, both to the ones being tutored and to the ones doing the tutoring.

Tutoring is a very unique experience, as mentioned before, not only for those being tutored, but for students such as myself doing the tutoring. It is a great sense of acheivement and accomplishment when you see how your work is effecting another in such a positive way. I have grown attached to the children I work with, being a supportive and encouraging role model to them. A very interpersonal relationship builds between the tutorer and the child. You become a team, the both of you working together to reach a goal. The more I see the children I work with improve, especially in an area in which they themselves feel they are inadequate, the more you feel that sense of accomplishment and gratification, raising the self-esteem of those being tutored as well as yourself.

As an undergraduate student majoring in Human Services my personal inclination is to help others, but this does not mean that a program such

as this one would not benefit say those students in a business or science major. The one thing that really distinguishes this class from others is the fact that it is not the one to two hour classroom lecture, three times a week which so many students are used to. One of the most beneficial parts of this course is being able to be outside of a classroom lecture and into the real world. It gives students the opportunity to see the reality outside of the Academic life of the college campus. For myself, it is excellent experience to apply my educational knowledge of counseling to a real life situation.

A student will gain a great sense of responsibility for themselves, those they tutor, and to their supervisors, preparing them for future employment.

I feel the most complete education is one in which you receive book knowledge and experience knowledge, and in the future I hope to see programs such as this one being started in other Universities and Colleges throughout the nation. I feel the young people of today need and want to get involved with the problems in today's society, and a course like this one gives us that opportunity not only to participate and get involved, but to help correct and change.

The CHAIRMAN. Very good.

Let me ask you, Ms. Saffi, is your experience basically shared by others who work with you doing the tutoring? I mean, do you think you are pretty representative?

Ms. SAFFI. Yes, I would say so.

The CHAIRMAN. How many got started with that program?

Ms. SAFFI. I believe it started out with 20?

Dr. PETRIE. No; there are 12, 12 students.

Ms. SAFFI. There are 12 of us in the classroom right now, and from our weekly discussions that we do have I can see that my attitude, the attitude that I have toward the experience, has been basically shared by the other students from the experiences that they have had as well.

The CHAIRMAN. Let me ask you, Donna Petrie, what is the value of this kind of a program to an academic institution? Mr. Manasa probably can remember when we were talking to a number of the colleges up in my part of the country, many of them pointed out that they had different kinds of programs that were available to students to volunteer for various kinds of activities within the community.

I get asked why is this just not a replication of those, and why try and duplicate or re-invent the wheel on that.

Dr. PETRIE. Well, it is less——

The CHAIRMAN. I think I gave you about three different questions. [Laughter.]

Let me ask you, what is the value to an educational institution? Why is it important for educational institutions to be involved in this kind of activity?

Dr. PETRIE. Well, for one thing, and this may be very personal, but the educational institution is there to educate persons who work within society. It requires or needs a link to that society; it needs to speak to the issues that are directly within its purview in the city that it stands in.

I believe that it also does not—it cannot do that, it cannot endorse literacy without providing academic credit for it. I mean, it is one thing to talk and it is quite another thing to say we endorse it to the degree that we will allow students to sign up for this and we will give them something for their money; we will give them three academic credits. Whether they are elective credits or not, it still will count towards a degree, and that is the real value.

The CHAIRMAN. This is part of the educational experience that you give a priority to?

Dr. PETRIE. Absolutely.

The CHAIRMAN. And if it makes sense from an educational point of view, it ought to be recognized and respected within the whole academic institution?

Dr. PETRIE. That is correct.

The CHAIRMAN. What would you say, Marilyn? What have been your principal problems in getting the program working and functioning?

Ms. SCHAFFER. Well, one of the things I indicated was that we did not want to just impose a volunteer. Many of our programs come into the schools and the teachers say, oh, it is wonderful, but you are always taking a child out of class, and so on.

We are aware of this, but these are all things that the children are in need of, so that what we did was we got commitments from the teachers; they were anxious to do this. When we tried it in the schools, even though the teachers might have said this in advance that we do not want kids taken out—however, each of the schools that we went to and each of the teachers we asked said, yes, I want it because I have an investment in this child getting extra help.

So this is one aspect. You have really got to make sure that you are not just imposing.

The CHAIRMAN. Right.

Dr. PETRIE. The other part is to make——

The CHAIRMAN. But your point is when approached appropriately the way that you have outlined here, you have gotten a very positive response from the teachers?

Ms. SCHAFFER. Absolutely.

The CHAIRMAN. And the teachers responded that there really is an important need in their classroom for this kind of activity?

Ms. SCHAFFER. Yes. I always collect the testimonials and I have all of the tear-off sheets that we got back from the teachers to show that, yes, they do want to participate in this program because they see that this is making a difference with the children.

The CHAIRMAN. I would like to have those included as part of the record. You can get those later, but I think that is important to demonstrate this kind of a program.

Ms. SCHAFFER. I will send them along.

[Information supplied follows:]

BOARD OF EDUCATION • CITY OF NEW YORK • COMMUNITY SCHOOL DISTRICT 25

P.S. 21 QUEENS

The Edward Hart Elementary School

(718) 445-8833 147-36 26 Avenue, Flushing, New York 11354

JEFFREY RATNER Principal DIANE SHARETT Assistant Principal

April 21,1987

Mrs. Marilyn Schaffer
PASE Coordinator
Community School District 25
70-30 164 Street
Flushing, New York 11365

Dear Mrs. Schaffer:

I should like to comment on the success of the college adjunct to P.S. 21's PASE Program. Ann Saffi, a student in St. John's University, has worked with PASE youngsters in Grades One and Two on a one-to-one basis. The benefit of this kind of individualized help is enormous.

Ann has been able to isolate individual children's sound-symbol errors and foster correction. Her exacting records have enabled our PASE teacher, Mrs. Marcia Roth, to better serve the instructional needs of her students. With this team effort, it is no wonder that dramatic improvement has been shown by many youngsters in the program.

Ann's professioanl demeanor has often caused me to forget that she is not officially on staff! Of course, our children do relate to her youth and enthusiasm.

In short, the exemplary PASE Program has been greatly enhanced by this addition. I hope it will continue.

Sincerely yours,

Jeffrey Ratner

Jeffrey Ratner
Principal

The CHAIRMAN. I would ask Ms. Saffi, what percent—I do not know whether you want to categorize it in terms of percentage, but what is the general sense of some of your classmates to this kind of an activity—about being involved in work within the community in an educational sense, in trying to work to further literacy?

What has been the reaction when you tell some of your classmates? Do they ask what are you doing that for, or do they say, that sounds interesting? What has been the general kind of reaction from some of your classmates?

Ms. SAFFI. Since it is a new program, I do tell a lot of people about it and most of them have had the reaction like you just mentioned, like what is it all about and what do you get out of that besides your three credits.

For myself, it is a very personal gratification that I do receive from it. Like I mentioned before, just seeing such a positive effect come through with the children, it not only makes you feel happy for them, but it also gives you a very great sense of personal satisfaction for yourself.

I really think it helps you to grow as a student. Like I say, getting away from the classroom lecture and applying your knowledge to a real-life situation is a big difference.

The CHAIRMAN. Dr. Petrie, do you have recommendations for us in terms of the structure of the program, how it would be made either more accessible or more available? Do you have any suggestions for us?

Dr. PETRIE. Well, certainly, because students are doing tutoring, depending on the term length, either 4 or 6 hours a week—and most students are working students, certainly, in my experience, so plus going to class, they have to juggle a lot of things.

It is wise to have the classroom seminar meet only once a week. I mean, that is very procedural, nuts and bolts, but it is also important probably to set it up for students to meet their commitments no more than twice a week.

I mean, those kinds of things, the teacher and the faculty person can oversee and make sure that a student is not being "abused" in the situation.

The CHAIRMAN. Yes.

Dr. PETRIE. As a human services professional, I can say that I think it is extremely important that anyone who does this—now, perhaps it would be an economics professor who wanted to do this within his social science department. They need to understand that establishing a relationship with an outside agency may mean that you will allow that outside agency to come in and speak to students, that kind of thing.

We are not trying to put people out in the field—and you have to convince faculty members that we are not trying to put people out in the field to teach, but to work as assistants in the teaching process. That is major, because otherwise faculty people think you are trying to produce mini-teachers or something of that sort, and that is really not it. We are producing partners in learning, if you will.

The CHAIRMAN. I think that is well put. Do you think that this kind of experience has general application in other settings, too?

Dr. PETRIE. Well, we do. We have people who are at Queens Family Court. The domestic violence project there has a reading

clinic. They regularly get what are called PINS students, persons in need of supervision, and they do tutoring there.

Homeless shelters—we had a call, actually, from a homeless shelter in New York which I could not fulfill for people to come there to work with the kids after school. But as long as there is someone else there who is a supervisor, that is the key.

The CHAIRMAN. Can this be handled, do you think, by members of the faculty and the supervisors within their own kind of academic requirements?

Dr. PETRIE. Yes.

The CHAIRMAN. It sounds like you are a pretty busy person.

Dr. PETRIE. It is rather exciting. I have heard Ann speak about going to class and listening to lectures. It can be a very creative kind of session to work with students wherein they are bringing life to the kinds of principles that you are trying to teach. So you are working informally in a seminar fashion, and that is very exciting.

I have never, ever found students, though, who did not want to be of use, and I think that is the most gratifying thing. This allows students to be of use and, at the same time, to use the theory concepts of whatever their discipline. They may use that to their advantage and, indeed, the faculty person's advantage. We get a little stuffy at times.

The CHAIRMAN. Well, I think these are excellent comments and very helpful. Let me ask whether you think this kind of a program has as much appeal, say, to—I will ask Ann Saffi here, do you think other students who are in less service-oriented fields would benefit from this program?

Ms. SAFFI. Yes. I could say that first off they might not be that interested in it because like I said myself, I am inclined to help others; that is my personal nature. But I think it could help students who are in, let us say, a business or a science field to discover something about themselves which maybe they did not know before.

Maybe they did not know that they had a personal inclination to help others, and be good at it at the same time. I think it could help someone discover a lot about themselves that may have not been known before.

The CHAIRMAN. Let me just in closing say that illiteracy in America is a national disgrace, and according to one estimate 23 million Americans are too illiterate to read the poison warning on a can of pesticide or a letter from their child's teacher or the headlines of a daily newspaper or the First Amendment of the Constitution.

Thirty-five million more Americans are semi-illiterate. They read so poorly that they can barely function at a survival level in our society. A problem as enormous as this has tremendous costs to the nation in terms of public welfare expenditures, unemployment benefits, crime, and even prison maintenance. It also has a large human cost in terms of blighted lives and lost productivity.

In fact, America ranks a disgraceful 49th in literacy among the 159 members of the United Nations. We need a comprehensive strategy to fight against illiteracy, but so far we are doing very little.

Current Federal, State, municipal and private literacy programs reach only about four percent of the illiterate population. The Federal Government spends about $100 million a year to address the needs of 58 million illiterate Americans, or about $1.72 a person.

The National Advisory Council on Adult Education has estimated that we would need to spend $5 billion, 50 times what we are currently committing, to have a significant impact on the problem through traditional federal spending programs.

The bill we have introduced will provide $9 million in 1988 and $18 million in 1989 to launch literacy corps projects at approximately 1,000 colleges and universities across the country. The funds would be used to provide 2-year start-up grants of about $25,000 per college to cover the initial administrative costs of the campus programs.

If 1,000 colleges participated, 165,000 students would join the literacy corps and 10 million hours of tutoring would be generated over the 2-year period. This is indicated over here on this chart. Valued at $20 an hour, the $27 million federal investment in the program would generate $200 million worth of tutoring services—over a sevenfold return. I doubt that any Federal dollars are better spent.

In recent years, many of us in Congress have been searching for initiatives to harness the idealism and the commitment of young Americans. So far, the search has been stymied by the high price tag of conventional proposals such as the National Service Corps or the ROTC-type scholarship or loan forgiveness programs.

I believe that young Americans are as ready, willing and eager to respond to the challenge of public service as their parents were a generation ago when President Kennedy urged them to "ask not what your country can do for you; ask what you can do for your country."

I hope the Congress will give the literacy corps idea a try and that colleges and universities across the country will respond by accepting it as part of their curricula. If they do, I am confident that the students will participate by the tens of thousands and America will at last begin to deal more effectively with the vast and shameful problem of illiteracy in our midst.

As you have heard, this legislation is based on a model originated by Norman Manasa, who was a student at the University of Miami and started it in 1969 and who is now Director of the Washington Education Project.

I first heard about the idea last January when Mr. Manasa presented it to the Bicentennial Commission of the Constitution, and Chief Justice Burger is Chairman of the Commission and he has made his comments here earlier today.

It is fair to say that Mr. Manasa has been knocking on many doors for the better part of two decades seeking support for his idea. If Chief Justice Burger and I have our way, this is one good idea that is about to come in from the cold.

Mr. Manasa deserves credit for both his genius and his perseverance, and all of us have to wonder about a system that has kept this idea out in the cold for so long. Mr. Manasa wrote a book in 1984 about his project, a copy of which I have here. It is called "The Washington Education Project, or How You Can Get a Tutor

for Your Kid Just Like the Rich People." It may not be on the best-seller list today, but it deserves to go on the shelves of every college bookstore in the country, and perhaps it will.

Thank you all for participating. All of the statements will be made a part of the record and we will leave the record open for additional statements.

Thank you all very much.

[Whereupon, at 12:50 p.m., the Committee was adjourned.]

○